

# Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Chellaston Academy
Number of pupils in school	1464 (Y7-11)
Proportion (%) of pupil premium eligible pupils	18.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-2023
Date this statement was published	December 2021
Date on which it will be reviewed	May 2022
Statement authorised by	
Pupil premium lead	Lara Giles
Governor / Trustee lead	Sandra Fletcher

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£234,500
Recovery premium funding allocation this academic year	£31,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£266,400

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, have the opportunity to flourish in their academic and non-academic endeavours.

The activities outlined in this statement are informed by academic research and through local knowledge and feedback from our students. We recognise that no single intervention will provide a complete solution and intend to ensure that we provide a multi-layered approach. Fundamental to this is careful tracking and monitoring, coupled with knowledgeable pastoral support. Staff at all levels are key in identifying the challenges to achievement, helping us ensure that students receive the personalised support they need.

We place a huge importance on the development of teaching and learning. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will also benefit the non-disadvantaged pupils.

A wide variety of other types of support are also adopted including those that support enrichment, emotional and well-being, participation and attendance.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Levels of literacy and numeracy – PP students on entry have lower literacy and/or numeracy levels than that of non-PP students.
2	Behaviour for learning amongst non-PP students is better when compared with that of PP students. Some PP students engage less well with school structures and systems.
3	Being prepared for learning – PP students often need to be provided with the correct uniform and equipment (inc digital disadvantage)
4	Aspirations – PP students can sometimes find it difficult to cope with the demands of school life and this impacts their learning. They can struggle to find aspiration for their futures. Some PP students have narrow experience of life outside of school compared to their non-PP peers.
5	Poor Attendance
6	Parental Engagement

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Reduce the variation in attainment/progress between PP and non-PP KS3 students (and KS4)	Reduction in the gap in attainment/progress measures between PP and non-PP students KS3 (and KS4)

2. PP students show improved learning behaviours and engagement with learning	DROPP, Disproportional representation of PP students receiving positive behaviour points.
3. Resources and equipment should not be a barrier to PP students learning.	Departments continue to apply for funding for resources and materials to aid the learning of PP students.
4. Raise the aspirations of PP students (Careers and Further Education options). Ensure PP students have the opportunity to access activities/trips/interventions that help improve cultural capital and develop the 'whole child' putting them on an equal footing with non-PP students	No NEET PP students at the end of Y11. GO4Schools to be used to show that PP students are disproportionately represented, DROPP, in activities/trips/events.
5. PP students show an improvement in attendance.	Attendance of PP students moving towards 95%.
6. Further improve parental engagement of PP students.	Improve PP attendance at Parents evenings, currently less than 50% of PP parents are booking appointments. Increase the positive communication between home and school.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £179,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
QFT/ HQT Ensure all students have access to quality first teaching.	QFT is widely mentioned as one of the best ways to get good outcomes for students, including those in receipt of the Pupil Premium. EEF PP Guidance 2019 "Quality teaching helps every child Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching" <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium</a>	1-Reduced the Gap 2-Improve behaviours/ engagement 4-Raise aspirations 5-Improve attendance
PP First Initiative	There are many articles stating the importance of knowing your PP students, thinking about their learning environment and behaviour management strategies. This article lists 5 general approaches, all of which are covered within the PP FIRST strategy. <a href="http://www.se3-ed.co.uk/best-practice/pupil-premium-general-an4-targete4-interventions/">http://www.se3-ed.co.uk/best-practice/pupil-premium-general-an4-targete4-interventions/</a>	1-Reduced the Gap 2-Improve behaviours/ engagement 4-Raise aspirations
Academic Interventions	A variety of enrichment activities will be available to all students, with a particular focus on DROPP in participation. Students will be able to broaden their opportunities at school, foster other interests and gain positive experiences outside the curriculum (see Wider approaches - Enrichment Activities / School clubs). Academic interventions will also be available	1-Reduced the Gap 2-Improve behaviours/ engagement 4-Raise aspirations 5-Improve attendance
Assistant Headteacher (Digital Strategy Lead)	Amanda Spielman, the Chief Inspector of Education, has acknowledged that the closure of schools will widen this attainment gap, at least in the short term. Online learning is a far from a perfect solution to school closures and the issues with this move to online learning are hitting disadvantaged children hard. <a href="https://www.mmu.ac.uk/education/about-us/news/story/?id=12261">https://www.mmu.ac.uk/education/about-us/news/story/?id=12261</a> .In the years following COVI4-19 it is even more important to develop a blended approach to learning. The EEF Digital Technology Summary of Recommendations highlights the impact digital technologies could have on T&L, motivation and engagement.  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/digitalTech/EEF_Digital_Technology_Summary_of_Recommendations.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/digitalTech/EEF_Digital_Technology_Summary_of_Recommendations.pdf</a>	1-Reduced the Gap 2-Improve behaviours/ engagement 3-Resources 4-Raise aspirations 5-Improve attendance 6- Improve parental engagement
Associate Leader (Careers)	Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work.  Taken from EEF - What is the impact of careers education on improving young people's outcomes? <a href="https://educationendowmentfoundation.org.uk/public/files/Presentations/Publications/Careers_Education_summary_infograph.pdf">https://educationendowmentfoundation.org.uk/public/files/Presentations/Publications/Careers_Education_summary_infograph.pdf</a>	1-Reduced the Gap 2-Improve behaviours/ engagement 4-Raise aspirations 5-Improve attendance 6- Improve parental engagement

Reciprocal Reading	<p>Reading comprehension strategies, which focus on the learners' understanding of written text, are rated as high impact on the EEF Toolkit. Reciprocal reading is a structured approach to teaching strategies (questioning, clarifying, summarising and predicting) that students can use to improve their reading comprehension. The National Pupil Database found signs of promise for Reciprocal Reading in both the targeted and whole-class interventions on outcomes for FSM-eligible pupils, suggesting the programme could help schools close the disadvantage gap</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading?utm_source=/projects-and-evaluation/projects/reciprocal-reading&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=reading">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading?utm_source=/projects-and-evaluation/projects/reciprocal-reading&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=reading</a></p>	<p>1-Reduced the Gap 2-Improve behaviours/engagement 4-Raise aspirations</p>
All thing literacy	<p>Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	<p>1-Reduced the Gap 2-Improve behaviours/engagement 3-Resources 4-Raise aspirations 5-Improve attendance 6- Improve parental engagement</p>

## Targeted academic support (for example, tutoring, on5-to-one support structured interventions)

Budgeted cost: £37,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Associate Leader (PP)	<p>Wider reaching work to ensure better relationship with students to support learning. Raising the profile with parents, carers and staff.</p> <p>Work by the EEF shows parental engagement to have a moderate impact.</p> <p>Raising and maintaining the high profile of pp students across the school is imperative to ensuring students have social and emotional support.</p>	<p>1-Reduced the Gap 2-Improve behaviours/engagement 3-Resources 4-Raise aspirations 5-Improve attendance 6- Improve parental engagement</p>
School-led tuition	<p>Due to some changes in the way the National Tutoring Programme is being organised, we are now able to offer some paid school led tuition to Chellaston staff. All tuition will have a literacy focus and be linked to the Maths, English or Science curriculum. Every session will include the 4 reciprocal reader strategies – summarising, questioning, clarifying and predicting. In addition to this, All students will have the opportunity to engage in guided reading.</p>	<p>1-Reduced the Gap 2-Improve behaviours/engagement 3-Resources 4-Raise aspirations 5-Improve attendance 6- Improve parental engagement</p>
Peer Link	<p>Although our Y7 students will only be seen once a half term the Peer Link Programme will still allow some of the benefits mentioned in the EEF Evidence summary: Mentoring</p> <p>“Mentoring in education involves pairing young people with an older peer or volunteer, who acts as a positive role model. In general, mentoring aims to build confidence, develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.”</p> <p>Y12 students may also be able to help identify barriers to learning.</p>	<p>1-Reduced the Gap 2-Improve behaviours/engagement 3-Resources 4-Raise aspirations 5-Improve attendance</p>
DROPP Initiative	<p>Aim of the initiative is to encourage staff to aim for a disproportional representation in everything they do. Trips, activities, mindset points, councils.</p> <p>Mentioned as a successful strategy at the SecEd Conference “<a href="#">The Pupil Premium and Ofsted: Ensuring Successful Outcomes.</a>”</p>	<p>1-Reduced the Gap 2-Improve behaviours/engagement 4-Raise aspirations</p>
Pupil Premium Fortnightly Focus Information Sheet	<p>Raising the profile of our PP cohort, including information on barriers to learning.</p> <p>“The students behind the data: a guide to pupil premium planning” is an article written for the Guardian by Daniel Sobel and Steve Higgins. They suggest focusing on identifying and providing for the real needs behind the data and demonstrate this in a one-page summary where you lay out the identified needs, action and impact.</p>	<p>1-Reduced the Gap 2-Improve behaviours/engagement</p>
Help individual students with uniform and equipment.	<p>Lack of the correct equipment was a barrier to learning by both students and staff. When talking to students many mentioned that a lack of equipment was hindering their progress. Staff mentioned that students arriving without the correct equipment was resulting in a loss of teaching time and often lead to behaviour issues.</p> <p>The school provides equipment packs for all our Y6 PP students. These packs contain Approx. £15 worth of the essential equipment needed for September. Smaller versions of these packs are created for our existing PP students. Positive feedback received from the Primary school and parents.</p> <p>Assistance, on request, with the cost of uniform for all PP students Y7-Y11. Provision of laptops for all years is also provided on request.</p>	<p>2-Improve behaviours/engagement 3-Resources 4-Raise aspirations 5-Improve attendance 6- Improve parental engagement</p>
Praising Progress and Achievement Initiative	<p>The importance of parental engagement is evident in school and through research. Students with the most engaged parents often have the best outcomes. The Praising Progress and Achievement Initiative focused specifically on PP students and their parents/carers.</p>	<p>2-Improve behaviours/engagement 6- Improve parental engagement</p>

	<p>Oxford School Improvement (OSI), an improvement service for primary schools provided by Oxford University Press, has produced a report looking at the impact of specific interventions funded by the pupil premium.</p> <p>Research shows that if parents engage with their child's education, the attainment of the child will increase by 15% no matter what the social background of the family.</p> <p>It is suggested that one strategy that is effective at increasing parental engagement is sending good news home.</p> <p>EFF document Section 3 WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING Guidance Document  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf</a></p>	
Free Breakfast (For every FSM student)	<p>Sir Kevan Collins, chief executive of the EEF, described the fact that some children still went to school hungry as "a national scandal".</p> <p>"Offering free breakfasts at school is a relatively cheap and straightforward way of alleviating this symptom of disadvantage," he said.</p>	<p>2-Improve behaviours/engagement  3-Resources  5-Improve attendance</p>
Thirst4Knowledge texting initiative	<p>The research found in the EFF document Section 3 WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING Guidance Document  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf</a>  also recommends that you "Tailor school communications to encourage positive dialogue about learning." Specifically mentioning texts and linking messages to learning. This is what the Thirst4Knowledge initiative sets out to do by sending fortnightly text messages to all Y7 and Y8 PP parents to inform them of the Thirst4Knowledge tasks set within their Maths and English lessons.</p>	<p>1-Reduced the Gap  2-Improve behaviours/engagement  4-Raise aspirations  6- Improve parental engagement</p>
Raising Achievement Network Project, moving into supporting Y7-11	<p>Proven record of improvement through sharing of good practice and mentoring of leadership.</p> <p>See improvement in outcomes from work on RADY project in link.  <a href="https://adcs.org.uk/assets/documentation/Wirral_RADY_Project.pdf">https://adcs.org.uk/assets/documentation/Wirral_RADY_Project.pdf</a></p>	<p>1-Reduced the Gap</p>
Trips and Activities (PP)	<p>To enable all students to access the entire curriculum at all points and to promote equity within their peer groups.</p> <p>Opportunities for trips are available to all students, to broaden their opportunities at school, foster other interests and gain positive experiences at school outside the curriculum. Payment Plans offered to parents. Monitoring of funding to allow for trips and visits and enable opportunities.</p> <p>Raised with all trip leaders as prompt question on evolve.</p>	<p>1-Reduced the Gap  2-Improve behaviours/engagement  3-Resources  4-Raise aspirations  5-Improve attendance  6- Improve parental engagement</p>
Music Tuition (PP)	<p>PP Funding is used to pay for any student showing an interest in music lessons.</p>	<p>2-Improve behaviours/engagement  3-Resources  4-Raise aspirations  5-Improve attendance  6- Improve parental engagement</p>
Virtual Pyramid of Need (Y11 PP)	<p>Y11 PP Pyramid of Need to be shown in all department meetings.</p> <p>Students moved into the appropriate section of the pyramid after every tracking window.</p> <p>Every department should know which of its students are secure in terms of being on track to achieve their target grade. One way of creating a visual reminder where each student is against target is to produce a war board. These boards should be adjusted on a regular basis. GDPR restrictions have meant we have gone virtual on this initiative.</p>	<p>1-Reduced the Gap</p>

	Taken from <a href="https://www.teachforamerica.org/stories/how-to-effectively-track-student-progress">https://www.teachforamerica.org/stories/how-to-effectively-track-student-progress</a> - "Tracking helps you, as the teacher, stay invested and continue to increase your own effectiveness by seeing trends in student data."	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
CAT testing	<p>Digital assessment programme used in research projects – EFF, Oxbridge National Foundation for Educational Research.  <a href="https://www.gi-assessment.co.uk/research">https://www.gi-assessment.co.uk/research</a></p> <p>All students in Year 7 to complete CAT testing (PP and non-PP). This will provide invaluable data in the absence of KS2 assessment results (not completed due to Covid-19). It will also enable aspirational targets for all students to be set in conjunction with FFT, which will then allow for uplifted targets for PP students.</p>	<p>1-Reduced the Gap            2-Improve behaviours/engagement</p>
Associate Leader (Mental Health and student wellbeing)	<p>Look at strengthening the Carnegie Mental Health Award in preparation for a potential resubmission to achieve silver status.            Wellbeing mentoring with KS5 to develop further across key stages.            Wellbeing requests through email            Mental Health first aiders across departments to be developed further and structured.</p>	<p>2-Improve behaviours/engagement            4-Raise aspirations            5-Improve attendance</p>
Support Staff in School Mental Health and wellbeing.	<p>Ensure that students are well supported at school and at home.</p> <p>Exploration of other platforms to run instead of ZUMOS.            Adaption and improvements made to staff and student resources area on firefly            Further access given to form tutors and SPLs in order to create a more transparent approach for all students.            Develop and embed the use of the wellbeing app across key stages in the Academy.</p> <p>Evidence from the EEF shows this to have moderate impact.  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a></p>	<p>1-Reduced the Gap            2-Improve behaviours/engagement            4-Raise aspirations            5-Improve attendance            6- Improve parental engagement</p>
Attendance Officer	<p>The attendance officer will            Coordinate First day phone calls home and follow up school meetings.            Targeted support and action for attendance and punctuality.            Attend fortnightly VSM meetings with the Care and Guidance team and will be able to update all parties on any challenges that any student may have in coming to school. The attendance officer will provide a consistent approach to all students.            Embedding principles of good practice set out in DfE  <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	<p>5-Improve attendance            6- Improve parental engagement</p>
Department Funding Bids.	<p>Targeted Curriculum Support provided by leaders in subject areas.            Through a range of bought services and goods to suit the need of the curriculum area.</p> <p>Proven record of improvement in progress from curriculum areas in last year's strategy.</p>	<p>1-Reduced the Gap            2-Improve behaviours/engagement            3-Resources            4-Raise aspirations            5-Improve attendance</p>
OFSM Eligibility Checker	<p>This online eligibility checker is quick and easy to use. Admin staff are also available to help parents with the inputting of the information, the FSM application process should no longer be a barrier.            The Ofsted Report, The Pupil Premium – How schools are using the Pupil Premium funding to raise achievement for disadvantaged pupils it quotes "Schools should continue to seek ways to encourage parents and carers to apply for free school meals where pride, stigma or changing circumstances act as barriers to its take-up"</p>	<p>4-Raise aspirations            5-Improve attendance            6- Improve parental engagement</p>

BAM Behaviour Attendance Mindset	GO4Schools is a live web-based programme and so all stakeholders are issued with up-to-date information. As a result, concrete targets will be issued. Student progress will also be renewed at fortnightly VSM meetings. Research into improving attendance in schools serving deprived areas by RSM McClure Watters "Regular school attendance and educational attainment are inextricably linked. Regular attendance ensures that pupils get the best possible outcomes from their period in compulsory education " <a href="https://dera.ioe.ac.uk/14520/7/final_research_report_pdf_Redacted.pdf">https://dera.ioe.ac.uk/14520/7/final_research_report_pdf_Redacted.pdf</a>	1-Reduced the Gap 5-Improve attendance
Enrichment Activities / School clubs	A variety of enrichment activities will be available to all students, with a particular focus on DROPP in participation. Students will be able to broaden their opportunities at school, foster other interests and gain positive experiences outside the curriculum.	2-Improve behaviours/ engagement 4-Raise aspirations 5-Improve attendance
Character programme – Chellaston Charter	All pupils are encouraged to reflect on their character and engagement through the Charter programme. Tutors will support PP students in completing an element of each value each term.	2-Improve behaviours/ engagement 4-Raise aspirations 5-Improve attendance
Careers  1:1 Interviews Mock Interviews CV Writing Enterprise Challenge Event Skill Show NEC Other Events and Workshops	As stated above Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work.  Taken from EEF - What is the impact of careers education on improving young people's outcomes? <a href="https://educationendowmentfoundation.org.uk/public/files/Presentations/Publications/Careers_Education_summary_infograph.pdf">https://educationendowmentfoundation.org.uk/public/files/Presentations/Publications/Careers_Education_summary_infograph.pdf</a>	1-Reduced the Gap 2-Improve behaviours/ engagement 4-Raise aspirations 5-Improve attendance

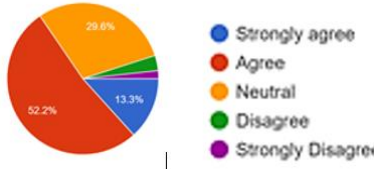
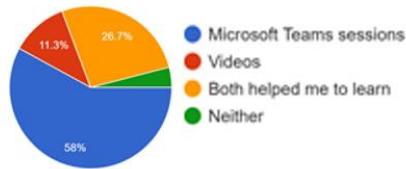
**Total budgeted cost: £ 266,400**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

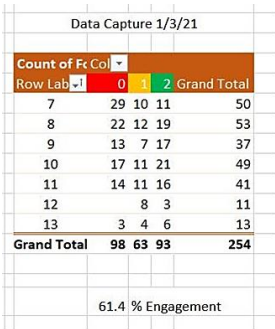
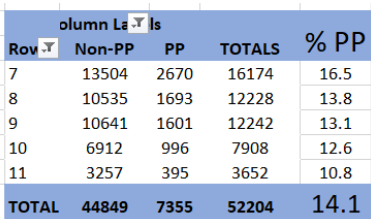
This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

### Teaching (for example, CPD, recruitment and retention)

Activity	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Challenge number(s) addressed	Lessons learned (and whether you will continue with this approach)
<p>Ensure all students have access to quality first teaching.</p>	<p>'Differentiated CPD opportunities provided to support continued improvement and consistency of QFT. Evidenced through provision map and staff feedback.'</p> <ul style="list-style-type: none"> <li>• Introduction of Magnificent 7 (Rosenshine) to connect in-school provision, blended learning and remote.</li> <li>• COVID-19 necessitated alterations in planned CPD, with a focus on QFT through mediums for remote learning.</li> <li>• Staff learn to teach via Teams and create their own input videos. Bespoke sessions were provided, with additional input for staff less confident with technology, and advanced TeachMeets for staff who wished to develop more advanced pedagogy.</li> <li>• 'Exit from bubble closure' evaluations took place to assess impact of provision on students. High percentages of students believed the curriculum continued during remote learning. Evidence implies that both Teams sessions and pre-recorded videos were valued.</li> </ul> <p><b>Year 8-11 remote learning evaluation - Nov 2020:</b></p> <p>While I was working from home, I continued to learn the topics and skills for each subject 1,175 responses</p>  <p>Which form of teacher input did you prefer to learn from? 1,175 responses</p> 	<p>1-Reduced the Gap 2-Improve behaviours/engagement 4-Raise aspirations 5-Improve attendance</p>	<p>We will be continuing with this strategy</p>
<p>Digital Strategy Lead SLT</p>	<p>The remote learning provision at our Academy has been held-up as an example of excellence at Regional Schools commissioner (RSC) level. This evidently recognises the commitment and development in both staff and students' digital skills.</p> <p>The attendance of students remote learning to lessons during the last lockdown has increased dramatically from the previous lockdown.</p>	<p>1-Reduced the Gap 2-Improve behaviours/engagement 3-Resources 4-Raise aspirations 5-Improve attendance 6- Improve parental engagement</p>	<p>Continue to provide staff with bespoke intervention and support with remote learning teaching and learning provision. Invest more money in departmental remote educational platforms such as the Everlearner to help provide bespoke and live intervention for all students. This also helps and provides a reduction in workload.</p>

Careers Lead.	<p>Continued to raise awareness of careers. The organisation around the 1:1 interviews worked well and seemed well received by students. The Y11 student link survey confirmed that they had received this help. Positive feedback from Y11 students when helping them around results time. Greater work has taken place with careers within Maths and English to map careers.</p>	<p>1-Reduced the Gap 2-Improve behaviours/engagement 4-Raise aspirations 5-Improve attendance 6- Improve parental engagement</p>	<p>Look to continue the work started in Maths and English with other subject areas.</p>																					
Academic Interventions	<p>No centralised academic interventions took place due to COVID-19. The evidence from previous years, when intervention took place, suggests that there is an argument for this spend.</p> <table border="1" data-bbox="335 638 758 1070"> <thead> <tr> <th>Cohort</th> <th>PP P8</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>0.07</td> <td>0.38</td> </tr> <tr> <td>2018</td> <td>-0.23</td> <td>0.41</td> </tr> <tr> <td>2019</td> <td>0.04</td> <td>0.2</td> </tr> <tr> <td>CAGs 2020</td> <td>-0.09</td> <td>0.55</td> </tr> <tr> <td>TAGs 2021</td> <td>0.03</td> <td>0.51</td> </tr> <tr> <td>2022</td> <td></td> <td></td> </tr> </tbody> </table>	Cohort	PP P8	Gap	2017	0.07	0.38	2018	-0.23	0.41	2019	0.04	0.2	CAGs 2020	-0.09	0.55	TAGs 2021	0.03	0.51	2022			<p>1-Reduced the Gap</p>	<p>Previous years would suggest that this strategy could continue.</p>
Cohort	PP P8	Gap																						
2017	0.07	0.38																						
2018	-0.23	0.41																						
2019	0.04	0.2																						
CAGs 2020	-0.09	0.55																						
TAGs 2021	0.03	0.51																						
2022																								

## Targeted academic support (for example, tutoring, on5-to-one support structured interventions)

Activity	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Challenge number(s) addressed	Lessons learned (and whether you will continue with this approach)
PP Raising Standards Leader	We continued to raise the profile of the PP cohort, positive feedback from students and staff on the staff link initiative (see below) Initiatives are becoming established and embedded. Thirst4Knowledge texting initiative working well across Y7 and Y8 and due to be expanded into all KS3.	1-Reduced the Gap 2-Improve behaviours/ engagement 4-Raise aspirations 5-Improve attendance 6- Improve parental engagement	PP Lead to continue to work with all stakeholders.  Firefly pages to be set up so that it can be utilised as a platform for information and rationale for PP Initiatives.
Staff/student link Initiative	The staff link initiative is now in its 4 <sup>th</sup> year and continues to show evidence of impact.  <u>Staff and student voice Survey – HT6</u>  <ul style="list-style-type: none"> <li>55% of student links felt they received help and support from their staff link.</li> <li>A further 6% knew that their staff link was there if they did require help and support</li> </ul> <u>Student Link Email Engagement Log (Lockdown)</u> 	1-Reduced the Gap 2-Improve behaviours/ engagement 4-Raise aspirations 5-Improve attendance 6- Improve parental engagement	We will NOT be continuing with this initiative due to restriction with directed time. A more targeted focus will be given to subgroups within PP. I will look to see if we are able to restart the staff/student link initiative next year.
Pupil Premium Fortnightly Focus Newsletter	Verbal feedback from staff and comments made after editions were sent confirmed the information was being seen. This has led to an increased knowledge of the PP cohort and their individual barriers to learning.  During COVID-19 in order to be mindful of staff workload, both for the SPLs providing the information and staff accessing the information, the regularity of the PPF was reduced.	1-Reduced the Gap 2-Improve behaviours/ engagement	GLE to look into using the GO4Schools platform to communicate this information – Using the New VSM passports might reduce workload and bring SEND/PP together.
DROPP Initiative	Due to COVID-19 there have been a limited number of activities outside of the classroom. Evidence of DROPP can be seen within laptop and equipment provision but we need to keep focusing on praise and reward as Currently the portion of PP students gaining mindset points is just over 14%, slightly lower than the % of PP students in the school.  	1-Reduced the Gap 2-Improve behaviours/ engagement 4-Raise aspirations	We will be continuing with this approach. Systems are now in place to help with administration GO4Schools will be used to map provision – JNE/Charlotte Weaver  PP Students continue to be targeted for involvement in trips, activities, clubs, etc.  Focus on awarding mindset to PP students whenever possible

<p>Equipment Packs and help with uniform.</p>	<p><b>Y6 EQUIPMENT PACKS</b> Y6 Equipment packs well received by parents and students. Collection was far more time effective and meant that more students still had the items in September.</p> <p><b>STUDENT LINKS ESSENTIAL EQUIPMENT PACKS</b> Every Y8-Y11 PP student received a return to school pack to ensure this was not a barrier to learning in September. Positive feedback from staff.</p> <p><u>Uniform</u> The Uniform eVoucher continues to receive positive feedback from parents.</p> <p><u>Laptops</u> Help was also given to overcome digital disadvantage during lockdown. 67% of student benefiting from a loaned laptop were PP.</p> <table border="1" data-bbox="336 593 627 875"> <thead> <tr> <th>Year</th> <th>F</th> <th>T</th> <th>Total</th> </tr> </thead> <tbody> <tr><td>7</td><td>8</td><td>15</td><td>23</td></tr> <tr><td>8</td><td>5</td><td>22</td><td>27</td></tr> <tr><td>9</td><td>11</td><td>11</td><td>22</td></tr> <tr><td>10</td><td>4</td><td>15</td><td>19</td></tr> <tr><td>11</td><td>12</td><td>20</td><td>32</td></tr> <tr><td>12</td><td>1</td><td>5</td><td>6</td></tr> <tr><td>13</td><td>3</td><td>3</td><td>6</td></tr> <tr><td>(blank)</td><td></td><td></td><td></td></tr> <tr><td><b>Total</b></td><td><b>44</b></td><td><b>91</b></td><td><b>135</b></td></tr> <tr><td colspan="4">PP % = 67.4</td></tr> </tbody> </table> <table border="1" data-bbox="671 622 1034 875"> <thead> <tr> <th>Year Group</th> <th>Count</th> <th>20% PP</th> </tr> </thead> <tbody> <tr><td>7</td><td>79</td><td>41 PP</td></tr> <tr><td>8</td><td>45</td><td>19.71</td></tr> <tr><td>9</td><td>36</td><td></td></tr> <tr><td>10</td><td>24</td><td></td></tr> <tr><td>11</td><td>19</td><td></td></tr> <tr><td>12</td><td>3</td><td></td></tr> <tr><td>13</td><td>2</td><td></td></tr> <tr><td><b>Grand Total</b></td><td><b>208</b></td><td></td></tr> </tbody> </table> <p><u>Resource Bus</u> The school minibus was used to deliver resources to the community during lockdown, 20% of the students receiving resources from the bus were PP</p>	Year	F	T	Total	7	8	15	23	8	5	22	27	9	11	11	22	10	4	15	19	11	12	20	32	12	1	5	6	13	3	3	6	(blank)				<b>Total</b>	<b>44</b>	<b>91</b>	<b>135</b>	PP % = 67.4				Year Group	Count	20% PP	7	79	41 PP	8	45	19.71	9	36		10	24		11	19		12	3		13	2		<b>Grand Total</b>	<b>208</b>		<p>4-Raise aspirations 5-Improve attendance 6- Improve parental engagement</p>	<p>We will be continuing to supply equipment and uniform.</p> <p>The collection of Y6 packs from reception during the inset days will be something we now continue to do year on year</p>
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<p>Praising Progress and Achievement Initiative</p>	<p>30 positive phone calls made to PP students.</p>	<p>2-Improve behaviours/engagement 6- Improve parental engagement</p>	<p>We will be continuing with this approach. As even with the reduced number of phone calls made the parents reaction to the call was always positive and led to further conversations and identification of possible barriers to learning. GLE to look to see if GO4Schools could be used</p>																																																																							
<p>Free Breakfast (For every FSM student)</p>	<p>The number of free breakfasts taken is increasing showing that students are aware of the initiative and are taking up the offer.</p> <p>COVID-19 Lockdown influenced highlighted figures.</p> <table border="1" data-bbox="363 1489 1061 1727"> <thead> <tr> <th>* Breakfast numbers</th> <th>2019 2020 HT1</th> <th>2019 2020 HT2</th> <th>2019 2020 HT3</th> <th>2019 2020 HT4</th> <th>2019 2020 HT5</th> <th>2019 2020 HT6</th> <th></th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>1342</td> <td>1942</td> <td>1784</td> <td>1190</td> <td>47</td> <td>213</td> <td>6518</td> </tr> <tr> <td>Cost @ 0.70 pb</td> <td>£939.40</td> <td>£1,359.40</td> <td>£1,248.80</td> <td>£833.00</td> <td>£32.90</td> <td>£149.10</td> <td>£4,562.60</td> </tr> <tr> <th>* Breakfast numbers</th> <th>2020 2021 HT1</th> <th>2020 2021 HT2</th> <th>2020 2021 HT3</th> <th>2020 2021 HT4</th> <th>2020 2021 HT5</th> <th>2020 2021 HT6</th> <th></th> </tr> <tr> <td>All Students</td> <td>2307</td> <td>2404</td> <td>167</td> <td>1721</td> <td>2636</td> <td>2029</td> <td>11264</td> </tr> <tr> <td>Cost @ 0.70 pb</td> <td>£1,614.90</td> <td>£1,682.80</td> <td>£116.90</td> <td>£1,204.70</td> <td>£1,845.20</td> <td>£1420.30</td> <td>£6,464.50</td> </tr> <tr> <td></td> <td colspan="6">Lockdown (COVID-19)</td> <td></td> </tr> </tbody> </table>	* Breakfast numbers	2019 2020 HT1	2019 2020 HT2	2019 2020 HT3	2019 2020 HT4	2019 2020 HT5	2019 2020 HT6		All Students	1342	1942	1784	1190	47	213	6518	Cost @ 0.70 pb	£939.40	£1,359.40	£1,248.80	£833.00	£32.90	£149.10	£4,562.60	* Breakfast numbers	2020 2021 HT1	2020 2021 HT2	2020 2021 HT3	2020 2021 HT4	2020 2021 HT5	2020 2021 HT6		All Students	2307	2404	167	1721	2636	2029	11264	Cost @ 0.70 pb	£1,614.90	£1,682.80	£116.90	£1,204.70	£1,845.20	£1420.30	£6,464.50		Lockdown (COVID-19)							<p>2-Improve behaviours/engagement 3-Resources 5-Improve attendance</p>	<p>We will be continuing with this initiative.</p> <p>Information to be sent out to students at the start of the year. PowerPoint to be given to form tutors.</p> <p>Tutors to have discrete conversations with eligible students to ensure they are aware of their eligibility.</p>															
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<p>Raising Achievement Network Project, moving into supporting Y7-Y10, an extension of this successful project last year.</p>	<p>Limited data available due to COVID-19. Previous evidence successfully showed Rady had a positive impact on PP students.</p> <p>Snapshot of Y8/Y9 data</p> <p><b>Grades Area - Overview Report</b></p> <p>Uplifted Students Year 8 and 9 Autumn 2019</p> <table border="1" data-bbox="344 1933 770 2011"> <thead> <tr> <th></th> <th>Y8</th> <th>Y9</th> </tr> </thead> <tbody> <tr> <td>% of students on, above or Exceeding target</td> <td>83</td> <td>69.7</td> </tr> </tbody> </table>		Y8	Y9	% of students on, above or Exceeding target	83	69.7	<p>1-Reduced the Gap</p>	<p>We will be continuing with this strategy. We are looking continue to use Rady philosophy with the new Y7 but will use CATs data in the absence of SATs.</p> <p>KS RSL to monitor impact (Y7-11)</p>																																																																	
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PASS and CAT testing	<p>Students in Years 7 and 8 were tested. This has provided all teaching staff, students and parents with invaluable information regarding learning bias and ability. Students who fell below 85 in terms of their SAS have also been identified, enabling strategies to be put in place by the Learning Support department.</p> <p>In addition to this, Year 7 targets have been generated from the CAT4 results, in conjunction with FFT. This has enabled an appropriate uplift to be applied to the targets of PP students.</p>	<p>1-Reduced the Gap 2-Improve behaviours/engagement</p>	<p>Providing an introductory assembly on the CAT4 question types has been invaluable in preparing students for the types of questions they will be asked, the purpose of the tests and how they should approach them. The testing of Year 7 has also supported RADY and enabled us to continue to be consistent in our approach to the positive promotion of pupil premium students. We will continue to test Year 7 next year, in the absence of KS2 data. A decision about which other year groups will be tested now lies with QEGSMAT.</p>
PP First Initiative	<p>Centrally formed consistent seating plans for Y7 meant that thought was given to the position of PP students in their bubbled classrooms.</p> <p>The adapted PP first initiative during COVID-19 was regular sent out to staff via email and the bulletin. Due to COVIS-19 we have limited data to show impact via QA as staff well-being was a focus.</p>	<p>1-Reduced the Gap 2-Improve behaviours/engagement 4-Raise aspirations</p>	<p>We will be continuing with this strategy.</p> <p>Staff to receive regular reminders about the Initiative via email, firefly and dept meetings.</p> <p>Seating plans for PP students will be encouraged. GO4Schools system will help with this and will help staff to continue to prioritise the PP students</p>
Trips and Activities (PP) To enable all students to access the entire curriculum at all points and to promote equity within their peer groups.	<p>No trips took place during the covid pandemic. Sports fixtures took place for one sport towards the end of the summer term only.</p>	<p>1-Reduced the Gap 2-Improve behaviours/engagement 4-Raise aspirations 5-Improve attendance 6- Improve parental engagement</p>	<p>We will be continuing with this approach.</p>
Music Tuition (PP)	<p>This was not able to take place last year due to the COVID restriction put on Peri teachers.</p>	<p>1-Reduced the Gap 2-Improve behaviours/engagement 3-Resources 4-Raise aspirations 5-Improve attendance 6- Improve parental engagement</p>	<p>This was not able to take place last year due to the COVID restriction put on Peri teachers. Assuming these restrictions are lifted we will look to continue this initiative.</p>
Virtual Pyramid of Need (Y11)	<p>Due to the COVID restriction, remote meetings and the tight turnaround of Y11 assessments this initiative did not take place for most of the academic year.</p>	<p>1-Reduced the Gap</p>	<p>We will be continuing with this approach. The new Y11 pyramid will be sent to HoS and to be displayed during Dept meeting but we will look to use GO4Schools to produce the same information.</p>

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Challenge number(s) addressed	Lessons learned (and whether you will continue with this approach)								
Mental Health Designated Lead	Carnegie Mental Health Award (JHN) submission deadline was October 2020 in which we secured a bronze award for the Academy with emerging silver elements. Wellbeing prefects used as mentoring strategy to support lower-level concerns IE. Friendship issues	2-Improve behaviours/engagement	Involvement and engagement of Senior Leaders and governance essential to ensure a fully embedded aspect of the Academy. Further learning and development for these areas required.								
Support Staff in School Mental Health and wellbeing. Ensure that students are well supported at school and at home.	Development of mental health first aiders across the school to encourage a more transparent understanding of mental health and wellbeing for both students and staff. Introduction of pilot wellbeing app with focus on year 8 students, aimed to encourage a proactive approach to wellbeing.	1-Reduced the Gap 2-Improve behaviours/engagement 4-Raise aspirations 5-Improve attendance 6- Improve parental engagement	Developing a strategic way in which mental health first aiders can be utilised and developed further to ensure learning is utilised and cascaded further.								
Attendance Officer to coordinate First day phone calls home and follow up school meetings. Targeted support and action for attendance and punctuality.	Attendance improved vastly across the school this academic year with an average of 97.8% of all students attending and 98.5% of all students attending virtual lessons. All focus groups improved attendance; bar SEND.	5-Improve attendance 6- Improve parental engagement	Our 3 day attendance protocol will continue this academic year - with a greater focus on our persistent absentee students.								
Department Funding Bids. Targeted Curriculum Support provided by leaders in subject areas. Through a range of bought services and goods to suit the need of the curriculum area.	Evidence of impact is on individual funding bid application forms. Evidence is requested once there has been time to show impact.	1-Reduced the Gap 2-Improve behaviours/engagement 3-Resources 4-Raise aspirations 5-Improve attendance	We will be continuing with this approach. Not all bids show huge improvement however it is crucial for subject leaders to have ownership of the PP strategy so this approach will continue. Unfortunately, COVID-19 has meant that some activities and events which would usually be funded were unable to take place.								
OFSM Eligibility Checker	The OFSM offers a quick and discreet way for family to check their eligible. At the end of 2020 128 students were eligible for FSM. By July of this year the number had increased by 35% to 173 students (Y7-13). 45 more students were eligible, almost all of which had used the checker. <table border="1" data-bbox="336 1845 874 1946"> <thead> <tr> <th></th> <th>Jul-20</th> <th>Mar-21</th> <th>Jul-21</th> </tr> </thead> <tbody> <tr> <td>No of FSM</td> <td>128</td> <td>165</td> <td>173</td> </tr> </tbody> </table> Jul20-Mar21 70% of the students new to FSM were also new to the PP.		Jul-20	Mar-21	Jul-21	No of FSM	128	165	173	3-Resources 4-Raise aspirations 5-Improve attendance	We will be continuing to buy in this service.  Regular signposting and InTouch messages to help raise the profile of the OFSM.  Information about FSM and the PP given to all students at the start of term.
	Jul-20	Mar-21	Jul-21								
No of FSM	128	165	173								



After school and lunchtime clubs available for all. Students are encouraged to attend.	No clubs were permitted during restrictions, music/drama / eco club and sports free activities emerged during late summer term. Not enough time / consistency was available to act upon DROPP analysis.	2-Improve behaviours/ engagement 4-Raise aspirations 5-Improve attendance	We will be continuing with this strategy. Analysis and promotion to PP students will feature more heavily.
BAM Logs All students now aware of their attendance %, behaviour points and achievement data through use of the weekly BAM Logs.	From December 2020, BAM logs were discontinued and GO4Schools was implemented in school. As a result, parents can now clearly see their child's attendance.	1-Reduced the Gap 5-Improve attendance	We will continue to utilise GO4Schools further to ensure that students are well aware and more importantly, know how to improve their behaviour points.
Careers  1:1 Interviews Mock Interviews CV Writing Enterprise Challenge Event Skill Show NEC Other Events and Workshops	All students involved in the careers events and workshops are to be logged in Go and Unifrog. PP prioritised for events. Virtual mock interviews worked well and verbal feedback was positive. Destination data to be collected year on year. 1:1 interviews to support students with next steps and avoid NEET – currently on 0% NEET Mock interviews to support and develop students to ensure they are ready for their next steps. Looking at supporting students to attend live events in the forthcoming due when restrictions relax. CV workshops in a smaller focussed way	1-Reduced the Gap 2-Improve behaviours/ engagement 4-Raise aspirations 5-Improve attendance	Maintain all of this and look at further ways to enhance support for PP students across school. A close eye to be kept on DROPP

## Externally provided programmes

Programme	Provider

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Identification of individual barriers as part of the staff/student link initiative.
What was the impact of that spending on service pupil premium eligible pupils?	See review of expenditure.

## Further information

2022-2023 School Figures - Data captured 16/10/21

Year Group	Total No. of Pupils	Non-PP	PP	FSM	% PP
7	301	248	53	38	17.6
8	308	243	65	40	21.1
9	298	236	62	41	20.8
10	288	245	43	23	14.9
11	269	222	47	33	17.5
	1464	1194	270	175	18.4

### Chellaston Academy Pupil Premium Funding Sept Allocations

<b>2018-2019</b>	<b>195 Students</b>	<b>£184,740.00</b>	
<b>2019-2020</b>	<b>205 Students</b>	<b>£188,607.50</b>	£173,507.50 (EverPP) + £16,100.00 (PLAC)
<b>2020-2021</b>	<b>222 Students</b>	<b>£205,905.00</b>	£180,110.00 (EverPP inc SPP) + £25,795.00 (PLAC)
<b>2021-2022</b>	<b>270 Students</b>	<b>£266,400.00</b>	£234,500 (EverPP inc SPP and PLAC) + £31,900 (Recovery Premium)